



PINEHURST ELEMENTARY

7753 Northside Drive
North Charleston, SC

Grades	2-5 Elementary School	
Enrollment	328 Students	
Principal	Dianne Benton	843-824-8728
Superintendent	Dr. Nancy J. McGinley	843-937-6319
Board Chair	Mr. Chris Fraser	843-725-7200

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Below Average	Below Average
2010	N/A	N/A
2009	N/A	N/A
2008	N/A	N/A
2007	N/A	N/A

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

<http://ed.sc.gov>
<http://eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

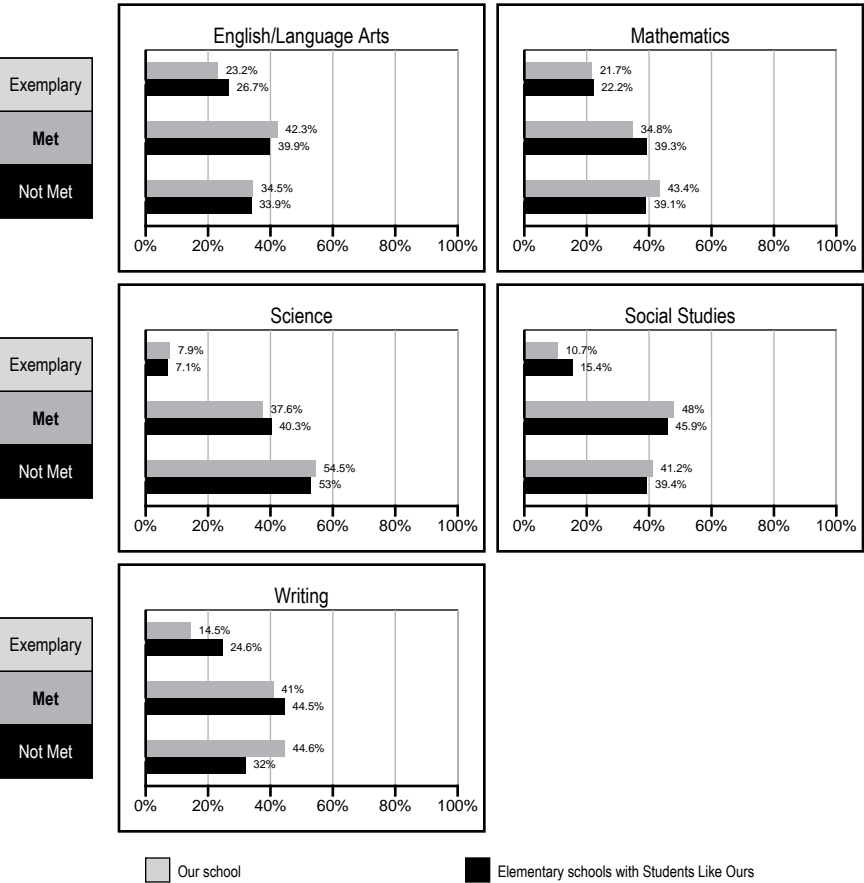
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 97.1%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
2	8	87	51	23

* Ratings are calculated with data available by 11/09/2011.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=328)				
First graders who attended full-day kindergarten	N/R	N/R	100.0%	100.0%
Retention rate	0.0%	N/A	1.5%	1.1%
Attendance rate	95.2%	N/A	96.2%	96.2%
Served by gifted and talented program	6.0%	N/A	5.3%	13.4%
With disabilities other than speech	4.4%	N/A	4.2%	4.1%
Older than usual for grade	1.0%	N/A	0.5%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.6%	N/R	0.0%	0.0%
Teachers (n=34)				
Teachers with advanced degrees	32.4%	N/A	61.9%	62.5%
Continuing contract teachers	85.3%	N/A	82.3%	88.2%
Teachers returning from previous year	N/A	N/A	84.7%	87.8%
Teacher attendance rate	97.7%	N/R	95.2%	95.2%
Average teacher salary*	\$38,957	I/S	\$45,196	\$46,773
Professional development days/teacher	6.5 days	N/R	10.6 days	10.5 days
School				
Principal's years at school	1.0	N/R	4.0	4.0
Student-teacher ratio in core subjects	19.3 to 1	N/R	17.6 to 1	19.9 to 1
Prime instructional time	93.2%	N/R	90.3%	90.4%
Opportunities in the arts	Poor	N/R	Good	Good
SACS accreditation	No	N/R	Yes	Yes
Parents attending conferences	100.0%	N/R	100.0%	100.0%
Character development program	Excellent	N/R	Excellent	Excellent
Dollars spent per pupil**	N/A	N/A	\$8,435	\$7,447
Percent of expenditures for instruction**	N/A	N/A	67.8%	68.4%
Percent of expenditures for teacher salaries**	N/A	N/A	64.7%	65.8%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

Report of Principal and School Improvement Council

The 2010-2011 school year at Pinehurst Elementary (PIES) primarily focused on actively engaging students in the learning process in order to move children to the met and exemplary levels, closing the achievement gap, and building a solid foundation to prepare students for on-time graduation. PIES is proud this year to have implemented Academy Classes in grade levels 2nd and 3rd. Academy Classes were created to have smaller class sizes that focused on scientifically based interventions in reading and math. In addition, we focused on increasing parental involvement, increasing school to home interactions, and enhancing classroom instructional strategies through ongoing staff development. As a result of the Charleston Achieving Excellence plan, all of our classrooms are now equipped with integrated SMART boards, SMART document cameras, and Lightspeed Technologies sound systems.

Teacher teams met weekly to discuss the Coherent Curriculum, Instructional Practices, and data gained from sources such as Common Assessments, Measures of Academic Progress, Dynamic Indicators of Basic Early Literacy Skills, established SMART goals and refined Instructional Calendars. Interventions this year included: Voyager, Compass Learning, SRA Horizons, Number Worlds, Wilson Foundations, Sing, Spell, Read, Write, and Ticket to Read. Our Core Team provided the guidance and framework for our Response To Intervention Model.

Opportunities for parental involvement were established through the continuation of family nights, PTO meetings, school functions such as SMART (Science, Math and Related Technologies) Nights, Pastries for Parents, PASS Pep Rally, our annual Fall Festival which was held in October, and open invitations for all parents to attend monthly School Improvement Council/Parent Teacher Organization Board meetings. Communication with parents was sent home in both English and Spanish to inform all parents of all school activities. This was facilitated by our school translator/parent liaison. Our parents are always made to feel welcome and are often seen volunteering throughout the school. Our positive school climate allows our children to feel safe in a nurturing environment where they can reach their full potential. We continue to make daily decisions based on data. Our high expectations have resulted in exemplary performances from our teachers and our students. We are excited about our accomplishments and look forward to continued success at PIES where "Excellence is Our Standard."

Ms. Dianne Benton, Principal

Mr. William Jeff Davis, School Improvement Council Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	N/A	N/A	N/A
Percent satisfied with learning environment	N/A	N/A	N/A
Percent satisfied with social and physical environment	N/A	N/A	N/A
Percent satisfied with school-home relations	N/A	N/A	N/A

* Only students at the highest elementary school grade level and their parents were included.

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

No Child Left Behind

School Adequate Yearly Progress	NO
---------------------------------	----

This school met 15 out of 27 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	
---------------------------	--

School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance		
	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	2.7%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	5.2%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.2%	94.0%**	Yes

* Or greater than last year

Abbreviations for Missing Data

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
--	-------------------------------	----------	-----------	-------	-------------	----------------------------	------------------------------	---------------------------	---------------------------	-----------------------------

English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)

All Students	316	99.4	34.5	42.3	23.2	76.4	83.1	82.4	No	Yes
Gender										
Male	162	100	45.2	36.3	18.5	69.6	79.9	78.7	N/A	N/A
Female	154	98.7	23.5	48.5	28	83.3	86.6	86.2	N/A	N/A
Racial/Ethnic Group										
White	48	97.9	19.4	41.7	38.9	88.9	94.8	88.9	I/S	Yes
African American	120	99.2	33	47.4	19.6	78.4	71.9	72.9	No	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	96.3	93	I/S	I/S
Hispanic	148	100	39.6	38.8	21.6	71.6	78	79.3	No	Yes
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	87.5	83	I/S	I/S
Disability Status										
Disabled	46	100	N/AV	N/AV	N/AV	27.5	42.6	48.1	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	137	100	39.5	38.8	21.7	72.1	76.9	78.3	No	Yes
Socio-Economic Status										
Subsidized meals	283	99.3	35.2	42.6	22.1	75.8	72.9	75.4	No	Yes

Mathematics - State Performance Objective = 79.0% (Met or Exemplary)

All Students	316	99.4	43.4	34.8	21.7	69.3	82.8	81.9	No	Yes
Gender										
Male	162	100	45.2	33.3	21.5	63.7	81.1	79.9	N/A	N/A
Female	154	98.7	41.7	36.4	22	75	84.6	84.1	N/A	N/A
Racial/Ethnic Group										
White	48	97.9	38.9	16.7	44.4	88.9	94.9	88.9	I/S	Yes
African American	120	99.2	50.5	38.1	11.3	62.9	70.9	71.4	No	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	97.4	94.6	I/S	I/S
Hispanic	148	100	39.6	37.3	23.1	68.7	79.2	81.1	No	Yes
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	93.8	84.4	I/S	I/S
Disability Status										
Disabled	46	100	N/AV	N/AV	N/AV	20	40.8	47.3	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	137	100	39.5	37.2	23.3	69	78.8	81.4	No	Yes
Socio-Economic Status										
Subsidized meals	283	99.3	43	36.5	20.5	69.3	72.7	74.9	No	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	211	100	54.4	37.8	7.8	45.6	69.2	68.6
Gender								
Male	119	100	51	39	10	49	68.4	68.3
Female	92	100	58.8	36.3	5	41.3	70	68.9
Racial/Ethnic Group								
White	39	100	33.3	46.7	20	66.7	90.4	80.7
African American	81	100	57.6	37.9	4.5	42.4	48.4	51.4
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	88.2	85.3
Hispanic	91	100	59.5	34.5	6	40.5	63.3	61.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	87	70.8
Disability Status								
Disabled	35	100	N/AV	N/AV	N/AV	15.6	30.6	35.7
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	42.9
English Proficiency								
Limited English Proficient	86	100	60.5	33.3	6.2	39.5	60.4	60.7
Socio-Economic Status								
Subsidized meals	188	100	55.8	37.6	6.7	44.2	51.8	57.3

Social Studies

All Students	207	99.5	41.2	48	10.7	58.8	75.5	72.5
Gender								
Male	95	100	40.7	48.1	11.1	59.3	74.4	72
Female	112	99.1	41.7	47.9	10.4	58.3	76.6	73.1
Racial/Ethnic Group								
White	29	96.6	19	52.4	28.6	81	91	81
African American	73	100	38.7	53.2	8.1	61.3	60.4	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	93.3	89
Hispanic	105	100	47.9	43.6	8.5	52.1	69	69.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	83.3	73.5
Disability Status								
Disabled	29	100	N/AV	N/AV	N/AV	20	36.9	40.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	53.8
English Proficiency								
Limited English Proficient	97	100	47.3	44	8.8	52.7	70.5	69.7
Socio-Economic Status								
Subsidized meals	187	99.5	40.5	49.7	9.8	59.5	61.8	62.9

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	97	99	44.6	41	14.5	55.4	75.8	73.2	95.2	96
Gender										
Male	49	98	59	30.8	10.3	41	70.7	67.2	94.9	95.9
Female	48	100	31.8	50	18.2	68.2	81.1	79.4	95.6	96.1
Racial/Ethnic Group										
White	13	92.3	I/S	I/S	I/S	I/S	90.8	81.5	92.4	96.1
African American	40	100	38.7	48.4	12.9	61.3	61.3	61.3	94.3	95.8
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	85.4	87	N/A	96.9
Hispanic	44	100	45.2	38.1	16.7	54.8	69.4	66.7	96.6	96
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2	N/A	95.9
Disability Status										
Disabled	13	100	N/AV	N/AV	N/AV	N/AV	23.9	26	95.3	94.9
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	40.5	N/A	98
English Proficiency										
Limited English Proficient	40	100	45	37.5	17.5	55	67.9	65.7	96.8	96.3
Socio-Economic Status										
Subsidized meals	82	100	47.2	40.3	12.5	52.8	62.2	63.2	95.2	95.5

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
--	-------	----------------------------------	----------	-----------	-------	-------------	-----------------------

English/Language Arts

2010	3	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A
2011	3	114	99.1	32.7	31.6	35.7	67.3
	4	103	100	40.4	46.1	13.5	59.6
	5	99	99	30	51.3	18.8	70
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

Mathematics

2010	3	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A
2011	3	114	99.1	53.1	24.5	22.4	46.9
	4	103	100	34.8	44.9	20.2	65.2
	5	99	99	41.3	36.3	22.5	58.8
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

Science

2010	3	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A
2011	3	57	100	61.2	26.5	12.2	38.8
	4	103	100	50.6	46.1	3.4	49.4
	5	51	100	54.8	33.3	11.9	45.2
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2010	3	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A
2011	8	N/A	N/A	N/A	N/A	N/A	N/A
	3	57	98.3	34	50	16	66
	4	103	100	39.3	51.7	9	60.7
	5	47	100	55.3	36.8	7.9	44.7
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2011	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2010	3	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A
2011	8	N/A	N/A	N/A	N/A	N/A	N/A
	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	97	99	44.6	41	14.5	55.4
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2011	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

Abbreviations for Missing Data